



CHILD CARE AND DEVELOPMENT FUND PLAN
FOR NORTH DAKOTA FFY 2008-2009

This Plan describes the CCDF program to be conducted by the State for the period 10/1/07 – 9/30/09. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 165 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires [DATE])

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

TABLE OF CONTENTS

AMENDMENTS LOG

PART 1	ADMINISTRATION
1.1	Lead Agency Information
1.2	State Child Care (CCDF) Contact Information
1.3	Estimated Funding
1.4	Estimated Administration Cost
1.5	Administration of the Program
1.6	Use of Private Donated Funds
1.7	Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children
1.8	Improper Payments
 PART 2	 DEVELOPING THE CHILD CARE PROGRAM
2.1	Consultation and Coordination
2.2	Public Hearing Process
2.3	Public-Private Partnerships
 PART 3	 CHILD CARE SERVICES OFFERED
3.1	Description of Child Care Services
3.2	Payment Rates for the Provision of Child Care
3.3	Eligibility Criteria for Child Care
3.4	Priorities for Serving Children and Families
3.5	Sliding Fee Scale for Child Care Services
 PART 4	 PARENTAL RIGHTS AND RESPONSIBILITIES
4.1	Application Process / Parental Choice
4.2	Records of Parental Complaints
4.3	Unlimited Access to Children in Child Care Settings
4.4	Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care
 PART 5	 ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE
5.1	Quality Earmarks and Set-Asides
5.2	<i>Good Start, Grow Smart</i> Planning and Development

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

PART 6 **HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS**
(50 States & District of Columbia only)

- 6.1 Health and Safety Requirements for Center-based Providers
- 6.2 Health and Safety Requirements for Group Home Providers
- 6.3 Health and Safety Requirements for Family Child Care Providers
- 6.4 Health and Safety Requirements for In-Home Providers
- 6.5 Exemptions to Health and Safety Requirements
- 6.6 Enforcement of Health and Safety Requirements
- 6.7 Exemptions from Immunization Requirements

PART 7 **HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES**

- 7.1 Health and Safety Requirements for Center-based Providers in the Territories
- 7.2 Health and Safety Requirements for Group Home Providers in the Territories
- 7.3 Health and Safety Requirements for Family Child Care Providers in the Territories
- 7.4 Health and Safety Requirements for In-Home Providers in the Territories
- 7.5 Exemptions to Territorial Health and Safety Requirements
- 7.6 Enforcement of Territorial Health and Safety Requirements
- 7.7 Exemptions from Territorial Immunization Requirements

APPENDIX 1 -- PROGRAM ASSURANCES AND CERTIFICATIONS

APPENDIX 2 -- ELIGIBILITY AND PRIORITY TERMINOLOGY

APPENDIX 3 -- ADDITIONAL CERTIFICATIONS (on file - not included here)

REQUIRED ATTACHMENTS

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

AMENDMENTS LOG
Child Care and Development Services Plan for
For the period: 10/1/07 – 9/30/09

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Instructions:

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

PART 1
ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1 Lead Agency Information (as designated by State chief executive officer)

Name of Lead Agency: **North Dakota Department of Human Services**
Address of Lead Agency: **State Capitol, 600 East Blvd Avenue, Bismarck, ND 58505-0250**
Name/Title of the Lead Agency's Chief Executive Officer: **Carol K. Olson, Executive Director**
Phone Number: **701-328-2316**
Fax Number: **701-328-3538**
E-Mail Address: **dhseo@state.nd.gov**
Web Address for Lead Agency (if any): **<http://www.state.nd.gov/humanservices>**

1.2 State Child Care (CCDF) Contact Information (day-to-day contact)

Name of the State Child Care Subsidy Contact (CCDF): **Bobbi Gitter**
Title of State Child Care Contact: **Child Care Subsidy Administrator**
Address: **600 East Boulevard Avenue, Bismarck, ND 58505-0250**
Phone: **(701) 328-4603** Fax: **(701) 328-4603** E-Mail Address: **gitterb@nd.gov**
Web Address for child care subsidy program information:
<http://www.nd.gov/humanservices/services/financialhelp/childcare.html> and
www.state.nd.us/humanservices/policymanuals/home/financialhelp/childcare.html

Name of the State Child Care Program Contact (CCDF): **Linda M. Jagielo**
Title of State Child Care Contact: **Early Childhood Services Administrator**
Address: **Children and Family Services Division, Department of Human Services**
Address 2: **600 East Boulevard Avenue, Dept 325, Bismarck, ND 58505-0250**
Phone Number: **(701) 328-4809**
Fax Number: **(701) 328-3538**
E-Mail Address: **ljagiello@nd.gov**
Web address: **<http://www.nd.gov/humanservices/services/childcare>**

1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2007 through September 30, 2008. (§98.13(a))

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

CCDF: \$ **9,212,224**
 Federal TANF Transfer to CCDF: \$ **250,000**
 Direct Federal TANF Spending on Child Care: \$ **500,000**
 State CCDF Maintenance of Effort Funds: \$ **1,017,036**
 State Matching Funds: \$ **1,650,181**
 Total Funds Available: \$ **12,629,441**

1.4 Estimated Administration Cost

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): \$ **631,472** (**5%**). (658E(c) (3), §§98.13(a), 98.52)

1.5 Administration of the Program

Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

- ☐ Yes.
- X** **No.** If no, use the table below to **identify** the name and type of agency that delivers services and activities. (If the Lead Agency performs the task, mark “n/a” in the box under “Agency.” If more than one agency performs the task, identify all agencies in the box under “Agency,” and **indicate** in the box to the right whether each is a non-government entity.)

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)	
Determines individual eligibility:			
a) TANF families	County Social Service Offices	<input type="checkbox"/> Yes	X No
b) Non-TANF families	County Social Service Offices	<input type="checkbox"/> Yes	X No
Assists parents in locating care	Child Care Resource and Referral	X Yes	<input type="checkbox"/> No
Makes the provider payment	Counties enter the payment into computer; checks mailed by Lead Agency	<input type="checkbox"/> Yes	X No
Quality activities	Child Care Resource and Referral	X Yes	<input type="checkbox"/> No
Other:		<input type="checkbox"/> Yes	<input type="checkbox"/> No

If the Lead Agency uses outside agencies to deliver services and activities, **describe** how the Lead Agency maintains overall control.

The Lead Agency is the North Dakota Department of Human Services. The Lead Agency writes policy and the county offices are required to administer the subsidy and quality functions in the same manner. North Dakota Century Code 50-11.1-07, Service Chapter 620-01, N.D.C.C § 50-01.2-00(3), and §50-01.2-03-2(1). govern the relationship between the Lead Agency and the counties.

The Lead Agency also writes policy for contracts with North Dakota's Child Care Resource and Referral Networks and these program are required to administer the parent referral process and quality activities accordingly. North Dakota Century Code 50-11.1-11 and Service Chapter 620-01 govern the Lead Agencies relationships with the CCR&R's.

Subsidy

Supervises county social service eligibility workers by writing and maintaining program policy, rates and sliding fee schedule and providing training.

Economic Assistance Regional Representatives (Lead Agency Staff) providing training and assistance to counties concerning programmatic issues as needed.

A sampling plan has been developed to select CCAP payments for review each year. The results of the reviews are provided to the county as the reviews are done; the results of the statewide reviews are presented to the County Directors Association and the Economic Assistance Regional Representatives. Based on the reviews additional training may be done and reminders sent to the counties about the problems occurring.

When clients or providers contact the Subsidy Administrator about subsidy payment issues, the county eligibility worker is involved if the problem cannot be solved. If there appears to be a larger issue than just one payment, the Regional Representative or the Supervisor at the county is notified so the issue can be addressed.

If there continues to be problems within the county, the county director is notified and asked by the State Subsidy Administrator for a plan by the county to correct the problems.

Quality

Supervises county and regional child care licensing workers by: writing and maintaining program rules, regulations and policies for the child care licensing system.

The counties are not branches of the lead agency. The relationship is governed by North Dakota Century Code, which states that the county has the role of licensing. Roles and responsibilities are identified in program policy and procedure manual. Regional

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Representatives for Early Childhood Services (State Licensing Staff) work with and monitor county licensers work. County Reimbursement for licensing costs from the CCDF monies is contingent upon compliance with State Policy and Procedures.

The Lead Agency Administrator for Early Childhood Services conducts regular conference calls and meetings to monitor the work and to provide updated licensing information to the Regional Representatives for Early Childhood Services.

Regional Representatives for Early Childhood Services (State Licensing staff located at Lead Agency's Regional offices) provide training and technical assistance to counties concerning program issues. They meet on a regular basis with the counties' licensing staff to monitor work and to provide updated licensing information.

The Lead Agency contracts/works with the Child Care Resource and Referral (CCR&R) agencies in their role with child care providers. The Lead Agency receives a quarterly and semi-annual reports from CCR&R, meets with CCR&R Directors at least three times per year, and participates in monthly conference calls to monitor contracted services.

The Lead Agency issues a Request for Proposals (RFP) every four years for Child Care Resource and Referral Services. The last time a RFP was issued was in April of 2005.

1.6 Use of Private Donated Funds

Will the Lead Agency use private funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2)?

- ☐ Yes. If yes, are those funds:
- ☐ Donated directly to the State?
 - ☐ Donated to a separate entity designated to receive private donated funds?
Name:
Address:
Contact:
Type:
- ☒ No.

1.7 Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

1.7.1 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

- ☐ Yes, and:
- () The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

(__ %) Estimated percentage of the MOE requirement that will be met with pre-K expenditures.(Not to exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

X **No.**

- 1.7.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

☐ Yes, and

(__%) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

X **No.**

- 1.7.3 If the State answered yes to 1.7.1 or 1.7.2, the following **describes** State efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

1.8 Improper Payments

- 1.8.1 How does the Lead Agency define improper payments?

An improper payment is any payment where the provider is overpaid for the child care services required for the parent to participate in an allowable activity. This includes, but is not limited to, excess billing of hours, charging a higher rate for a subsidy parent than for a private pay parent, the parent writing a statement stating the parent is to be paid directly and forging the provider's name, and the provider changing the billing report after the parent has signed it.

- 1.8.2 Has your State implemented strategies to prevent, measure, identify, reduce and/or collect improper payments? (§98.60(i), §98.65, §98.67)

X Yes, and these strategies are:

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

The Department exchanges payment information with the Tribes to ensure that both the State and the Tribal Programs are not paying the same child care bill during the same month.

There is a case review process, which reveals whether there are eligibility requirements being missed or improperly administered. The county received a copy of review done on each of its cases. The Statewide summary of all errors is presented to the counties at the County Directors meetings. The results of the reviews have been the basis of training and for mandating the CCAP Excel Worksheet to determine payments.

The form “SFN 848, Provider’s Request to Pay Parent Directly” has been developed that the provider has to complete if the payment is to go to the parent.

- ☐ No. If no, are there plans underway to determine and implement such strategies?
- ☐ Yes, and these planned strategies are:
- ☐ No.

PART 2
DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

- 2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)). **Indicate** the entities with which the Lead Agency has consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

Consultation involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

Coordination involves the coordination of child care and early childhood development service delivery, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services / workforce development, (4) public education, (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

	Consultation in Development of the Plan	Coordination with Service Delivery
Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	X	X *
Public health	X	X *
Employment services / workforce development	<input type="checkbox"/>	X *
Public education	<input type="checkbox"/>	X *
TANF	X	X *

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

	Consultation in Development of the Plan	Coordination with Service Delivery
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input type="checkbox"/>	<input type="checkbox"/>
Representatives of local government	X*	<input type="checkbox"/>
State/Tribal agency (agencies) responsible for:		
State pre-kindergarten programs N/A	<input type="checkbox"/>	<input type="checkbox"/>
Head Start programs	X	X
Programs that promote inclusion for children with special needs	<input type="checkbox"/>	X
Emergency preparedness ^o	<input type="checkbox"/>	<input type="checkbox"/>
Other (See guidance):	<input type="checkbox"/>	<input type="checkbox"/>

* *Required.*

For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.

SEE TABLE BELOW FOR THIS INFORMATION.

^o If you have prepared an emergency preparedness plan related to your child care and early childhood development services, attach it as **Attachment 2.1.1.**

NA

Although training was held on this topic, the emergency preparedness plan was not completed under the prior Early Childhood Services Administrator. The current administrator is aware of this need and is a new member of a state-wide committee for Pandemic Flu Preparedness. She will work with the appropriate entities to develop necessary emergency preparedness plans with the child care field in North Dakota.

	Agency Name	Consultation/coordination Efforts
Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	Lutheran Social Services and Lakes & Prairies CCR&R North Dakota Association for the Education of Young Children North Dakota Child Care Providers Inc	CCR&R's, North Dakota Association for the Education of Young Children, and North Dakota Child Care Providers Inc. provided input on the state plan. The CCR&R's provide the child care referral and training infrastructure.

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

	Agency Name	Consultation/coordination Efforts
		The current/new Early Childhood Services Administrator has begun having conversations with Tribal entities, we have not yet reached the level of consultation or coordination other than CCR&R having a child care licensing consultant available to them.
Public health	Dept of Health, Child and Adolescent Health, Healthy North Dakota Early Childhood Alliance	Early Childhood Comprehensive Systems work
Employment services / workforce development	US Dept of Labor Federal Reserve Bank in Minneapolis, MN, State Legislators, & Regional VII Early Childhood Intervention and Prevention Task Force Lutheran Social Services/CCR&R and Lakes & Prairies CCR&R	Apprenticeship Grant—ended “Early Childhood is Economic Development” Summits in various locations across state Developed new Business Services Center
Public education	Department of Public Instruction Child and Adult Food Program	Early learning guidelines
TANF	Dept Human Services Office of Economic Assistance	The child care subsidy administrator, who is located in the Economic Assistance office, works with the Early Childhood Services Administrator in developing the CCDF-BG work plan.

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

	Agency Name	Consultation/coordination Efforts
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State		
Representatives of local government	County licensors	A minimum of 4 county licensors and 2 county directors serve on the State team. We have begun an initiative to have a team of experienced county licensors train new licensors.
State/Tribal agency (agencies) responsible for:		
State pre-kindergarten programs N/A	N/A	N/A
Head Start programs	Head Start State Collaboration Office All Head Start programs in state, including tribal	HS-SCO Administrator works hand-in-hand with Early Childhood Services Administrator on most quality initiatives. Are asked for input on the state plan
Programs that promote inclusion for children with special needs	Dept of Human Services, Early Intervention	Representatives serve together on Early Childhood Comprehensive Systems and Professional Development/Quality Initiatives. The Early Childhood Services Administrator serves on the Interagency Coordinating Council
Emergency preparedness ^o	Dept of Health, Dept of Emergency Services	Early Childhood Services Administrator is member of state-wide committee to address Pandemic preparedness.
Other (See guidance):		

2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart* encourages States to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of the State's efforts in this area. **Note: Check only ONE.**

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted.
The draft is included as **Attachment 2.1.2.**
- ☐ **Developed.** A plan has been written but has not yet been implemented.
The plan is included as **Attachment 2.1.2.**
- X **Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as **Attachment 2.1.2.**
- ☐ **Other (describe):**

Describe the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2006-2007 State Plan.

Each of the five sub-committees of the Early Childhood Comprehensive System Grant Healthy North Dakota Early Childhood Alliance--Early Care and Education, Mental Health and Social-Emotional Development, Access to Health Insurance and Medical Home, Parenting Education, and Family Support—have met several times.

They are in the process of updating the objectives from the original Logic Model and are determining the activities that are needed to attain each objective. For each activity, the work plan includes both government and private partners, resources needed, person(s) responsible, start dates and due dates. In addition, the Steering Committee has assigned itself goal one—Develop a state level entity for early care and education that builds a statewide network and assures agency collaboration.

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

The entity in North Dakota that has accepted the responsibility for coordinating early childhood systems work is the Steering Committee of the Early Childhood Comprehensive System Grant Healthy North Dakota Early Childhood Alliance.

Programs/agencies involved include, but are not limited to, Dept of Health (Child and Adolescent Health), Lead Agency (Head Start Collaboration, Early Childhood Services, and Child Care Subsidy Administrators), Dept of Public Instruction, Lutheran Social Services and Lakes & Prairies Child Care Resource & Referral agencies, Right Track (early intervention), North Dakota Kids Count, North Dakota State University Extension Services/Parent Resource Centers, Family Voices of North Dakota, Head

Start Technical Assistance, Prevent Child Abuse North Dakota, Dakota Medical Foundation, county human service directors, and child care licensers.

The coordination work includes

Representatives of Local Governments

The Lead Agency administers the child care licensing system for the state. The county social service offices conduct child care licensing studies, investigate complaints, and issue correction orders. The Lead Agency provides partial funding for these services with CCDF monies.

The Child Care Subsidy Administrator meets with the directors of the county social service offices when changes in the subsidy program are anticipated or there are issues that need to be resolved within the counties. The county directors are also the contacts for the child care subsidy reviews, and are updated on a regular basis on the progress and problems with the reviews. The directors plus the Child Care Subsidy Work group (eligibility workers from the counties) provide on-going assistance for operation of the Subsidy Program and have input to the updates to the State Plan.

Tribal

The Licensing Consultation Project is funded by the Lead Agency with the CCDF, the Spirit Lake Tribe and the Standing Rock Sioux Tribe. The Lead Agency contracts for services with Lutheran Social Services (CCR&R), a private non-profit, faith based organization.

The Lead Agency worked collaboratively with Spirit Lake Tribes, Forth Berthold Child Care Center, and Trenton Indian Services in the delivery of the North Dakota Program for Infant Toddler Caregivers funded by the Bush Foundation of St. Paul, Minnesota.

The Lead Agency includes all the tribes in the development of Early Learning Guidelines, and the Early Care and Education Professional Development Planning process.

The Lead Agency includes all the tribes in the New Child Care Licensure Training held annually. Three tribes participated in the 2005 training.

Other Federal, State, local, Tribal and private agencies providing child care and early childhood development services:

**ND Program for Infant/Toddler Caregivers (Tribal & State), funded by the Bush Foundation of St. Paul, Minnesota, is a private non-profit foundation in Minnesota. The Lead Agency provides leadership and contracts for the services to:
Lakes and Prairies Community Action Agency - a private non-profit that serves the eastern half of the state; and**

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

**Lutheran Social Services – a private, faith-based, non-profit that serves the western half of the state; (LSS also houses the PITC State Office) and
Trenton Indian Services Area - a Tribal Services Area;
Fort Berthold
Spirit Lake Sioux Tribe.**

ND CCR&R Network, funded with CCDF – The Lead Agency provides leadership and contracts for the services to:

Lakes and Prairies Community Action Agency – a private non-profit that serves the eastern half of the state; and

Lutheran Social Services - a private non-profit, faith based that serves the western half of the state.

State/Tribal agency (agencies) responsible for:

Public health

The Lead Agency has been actively involved in the planning of and participating in the ND Early Childhood Comprehensive System Planning Grant.

Employment services/workforce development

The Lead Agency has a Jobs Coordinator who works closely with Job Service of North Dakota. ND Job Service currently has the contract for the JOBS Program.

Public Education

A Planning/Development/Funding Group that consisted of individuals representing the Lead Agency and the N.D. Department of Public Instruction entered into an agreement with a writing team to draft the Early Learning Guidelines Birth to Five. Representatives from the Lead Agency and ND DPI then edited the document that was produced. The Early Learning Guidelines are also an important component of the ECCS work of the Healthy North Dakota Early Childhood Alliance.

TANF

The Lead Agency is the agency that houses the TANF program. Since CCDF funds are used as one of the child care funding payment sources systems for TANF clients, the TANF Program Supervisor and the Child Care Subsidy Administrator work closely to ensure that all program requirements for both programs are met, and that the county staff understand how to correctly pay and record TANF payments.

Head Start/Early Head Start Programs

The Head Start Collaboration Office is located in the ND Department of Human Services. Both Administrators work on many projects such as the Professional Development Plan and the Early Learning Guidelines. Many Head Start/Early Head Start Programs participate in the CARECHECK Registry administered by the Administrator of the Early Childhood Services. CARECHECK is a voluntary background check registry. Background checks include Child Abuse and Neglect, Registered sex offenders list, and the criminal background checks of the State Crime Bureau and FBI.

Programs that promote inclusion for children with special needs

Both the Head Start Collaboration Administrator has served and the Administrator of Early Childhood Services from the ND Department of Human Services is serving on the Interagency Coordinating Council (Part C).

The Professional Development Committee has been funded by the Lead Agency with Head Start Collaboration funds. Both administrators are actively involved in the leadership of the project. The Lead Agency has the responsibility for ensuring that the coordination occurs.

The Early Learning Guidelines are funded by the Lead Agency (Head Start Collaboration, CCDF, and Part C-DD) and the Department of Public Instruction (619 of Part B). Both agencies are actively involved in the leadership of the project. The Lead Agency and the ND Department of Public Instruction are responsibility for ensuring that the coordination occurs.

Tribal/State Child Care Licensing Consultant Project is funded by the lead agency, Spirit Lake Nation and Standing Rock Sioux Tribe. Each entity is sharing resources for child care licensing system development for both tribal nations. The Lead Agency and Lutheran Social Services of North Dakota (service contract holder) have the responsibility to ensure that the coordination occurs.

North Dakota Program for Infant Toddler Caregivers was funded for the past 12 years by the Archibald Bush Foundation of St. Paul and the Lead Agency to provide an intensive trainings and consultation services for those who care for infants and toddlers. This statewide project was inclusive of the reservations. Program supervision was coordinated by the Infant Toddler State Office. PITC will now be funded with TANF dollars transferred into the CCDF for this purpose. PITC will become a CCR&R program.

Describe the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children.

The coordination will result in a:

System building that will enable both state and tribal systems to embrace new initiatives for young children.

A professional development system that will help facilitate better qualified early childhood professionals, to include but not limited to providers/caregivers, directors, licensors, and child care nurse consultants.

Early Learning Guidelines and trainings in how to incorporate them into child care programs that will provide early childhood professionals and parents with developmentally appropriate guidance in facilitating the learning of young children.

Early Learning Guidelines that are aligned with the Kindergarten standards of our state. The integration of Early Learning Guidelines into the professional development system.

Overall arching objective is to create safe, healthy, quality learning environments for the young children in our state.

Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

The Lead Agency will to continue to provide funding and leadership among the programs. All programs have steering committees.

All of the programs' committees and sub-committees continually evaluate the committees' composition to ensure necessary expertise and state and tribal representation are present. The new Early Childhood Services Administrator, with assistance for the Head Start State Collaboration Administrator and the Dept of Human Services Tribal Liaison, has engaged in working with various Tribal representatives to regain trust and re-establish collaboration efforts. A few Tribal child care professionals are now members of the professional development committee and we continue to seek additional ways to work together..

Changes in the plan are anticipated and will be addressed through a consensus process to achieve outcomes that place the developmental need of children first.

2.2 Public Hearing Process

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

Date(s) of statewide notice of public hearing: **To be entered later ****

Manner of notifying the public about the statewide hearing:

The Lead Agency placed advertisements in ten newspapers; letters and copies of the draft plans were sent to the Tribal Chairpersons, the eight Human Service Centers and Headstarts/Early Headstarts; letters or emails are sent to Tribal CCA staff, County Directors, Economic Assistance Regional Representative; and CCR&R's are notified so they can put the information in newsletter.

Date(s) of public hearing(s): **Tuesday June 19, 2007**

Hearing site(s):

The lead agency scheduled and conducted a public hearing via North Dakota Interactive Video Network (IVN) connecting with locations in the following sites:

**Bismarck State College, Vocational Technical Center, Room 228
Bismarck**

Dickinson State University, North Campus, Room 104, Dickinson
Williston State College, Main Building, Room 120, Williston
Minot State University, Administration Building, Room 158, Minot
Lake Region State College, Administration Building, Room 171,
Devils Lake
University of North Dakota, Gamble Hall, Room 120, Grand Forks
North Dakota State University, E. Morrow Lebedeff (EML) Building,
Room 170, Fargo
Jamestown James Valley Career and Technical Center (JVCTC),
Room D, Jamestown

How the content of the plan was made available to the public in advance of the public hearing(s):

Paper copies of this proposal were available in the eight Human Service Regional offices, the Tribal Chairperson have them, one is available in the Children and Family Services Division and the Economic Assistance Division services at the Capitol. An electronic version was placed on the DHS website on <http://www.nd.gov/humanservices/info/pubs/childcarepub.html>. It is on the child care web site with links to the child Care Assistance Home Page, the Department's home page, and the Early Childhood Service and the Child Care Subsidy's Q and Q section.

Input for the plan was received during the Early Childhood Services Administrator's ongoing participation in: the Early Childhood Services Professional Development Committee; the Early Learning Guidelines Editing group; and the Early Childhood Comprehensive Systems Grant Healthy North Dakota Early Childhood Alliance stakeholders group and Steering Committee, and State/Core Team. The Early Childhood Services Administrator confers on a regular basis with Child Care Resource and Referral staff and the Early Childhood Services Regional Supervisors regarding the current plan and potential initiatives.

The Child Care Subsidy Administrator received ongoing input from the Work Group for Child Care subsidy as changes were made to the program.

A brief summary of the public comments from this process is included as **Attachment 2.2.**

2.3 Public-Private Partnerships

Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private-sector involvement in meeting child care needs?

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

☒ X Yes. If yes, **describe** these activities or planned activities, including the results or expected results.

☐ No.

The Lead Agency, as part of the Early Childhood Comprehensive Systems Grant with Healthy North Dakota's Early Childhood Alliance (Attachment 2.3) is exploring the possibility of conducting a formalized analysis of core issues and determining next steps.

As the Early Childhood Comprehensive Systems work moves forward, our work plan grid requires the identification of both government and private entities for every activity determined to be needed to reach the objectives under each goal.

PART 3

CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System

Describe the overall child care certificate process, including, at a minimum:
(1) a description of the form of the certificate (98.16(k));

A client can received an application for Child Care Assistance either by calling the county social service office, stopping at the county social service office or printing the form from the State online forms. Headstart Programs, child care centers and others also have application forms available. The application is to be returned to the county office either by mailing it or dropping the form at the local county social service office. The client also can schedule an appointment with an eligibility worker.

If the verification of income is included with the application and if the client is in an allowable activity, the worker will issue a certificate based on the application's information. If the information is incomplete, the worker will send a pending notice to inform the client what information is needed to determine eligibility for the CCAP.

The length of the certificate will depend on the activity. A client who has just started a new job would be issued a three-month certificate. The case will be re-evaluated in two months to determine an updated percentage when the client has a complete month of income with the new job. If the client is a TANF client or is working and will be eligible based on the sliding fee scale, the certificate would be for six months.

On the 25th of the month (or the first working day after the 25th if the 25th is not a working day) prior to the certificate's ending month, a redetermination form will automatically be generated. During the last month of the current certificate, the update information will be used to determine if another certificate will be issued and mailed out.

The North Dakota Child Care Certificate consists of 4 pages back to back. There are two copies, one for the client and one for the provider. The front of the first page lists: client's name and address; the children for whom child care will be paid; the certificate time period; the state's percentage; the client's percentage and family maximum payment; and the current allowable activity.

The front of the second page lists the Mandatory Reportable Changes during the certificate period. Other included information included: that providers

must be licensed, registered, self-certified or an approved relative; the charges over the allowable maximum charges is the client's responsibility and the CCAP is not responsible for unpaid bills.

There are lines for the worker to notify the client of other things such as the provider's license expires in three months, or that a child will no be longer eligible for child care in two months because the child is turning thirteen, et cetera. The worker's name and telephone number will also be entered so the client can contact the worker.

The back of the first page has the allowable maximum rates listed for all provider types, ages, and the hours of care. The back of the second page contains the client's right to appeal.

- (2) a description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), 98.2, 98.30(c)(4) & (e)(1) & (2))

Both the client's copy and the provider's copy of the certificate are mailed to the client. The client can take the provider's copy to any licensed, registered, or self-certified provider. If an approved relative has been approved for the client's children, the client would give that approved relative the provider's copy. Since the CCAP pays the same percentage of the allowable maximum for any provider type, the client has the option of taking the certificate to any provider who meets the CCAP requirements.

and

- (3) if the Lead Agency is also providing child care services through grants and contracts, estimate the proportion of \$98.50 services available through certificates versus grants/contracts, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services. **Not applicable as all child care subsidy payments are processed using certificates.**

Attach a copy of your eligibility worker's manual, policy handbook, or other printed guidelines for administering the child care subsidy program as **Attachment 3.1.1**. If these materials are available on the web, the State may provide the appropriate Web site address in lieu of attaching hard copies to the Plan.

www.state.nd.us/humanservices/policymanuals/home/financialhelp/childcare.html

Note: Eligibility worker's manuals, policy handbooks, or other printed guidelines for administering a child care subsidy program will be used for reference purposes only. Documents provided by Lead Agencies pursuant to this section will not be uniformly or comprehensively reviewed and will not

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

be considered part of the Plan. All information required to be part of the Plan must continue to be set forth in the Plan.

- 3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

☐ Yes, and the following **describes** the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

X No.

- 3.1.3 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

X Yes, and the limits and the reasons for those limits are: (§§98.16(g)(2), 98.30(e)(1)(iv))

In-home care is limited as it becomes more expensive for the family to choose in-home care, as the family is responsible to ensure minimum wage, plus other benefits as an employer. In-home care, by a provider residing outside the child's home, is allowed for seriously ill children and for children with disabilities so severe; it is risky to the child out of the home. Parents are notified that they are responsible for minimum wage and other benefits as an employer.

When the provider and the child resided in the same house, the house to considered by each to be their home. These child care providers (such as a grandparent, but not a parent) must meet the same requirement as any other licensed, registered, approved relative or self-certified provider.

☐ No.

- 3.1.4 Are child care services provided through certificates, grants and/or contracts offered throughout the State? (658E(a), §98.16(g)(3))

X Yes.

☐ No, and the following are the localities (political subdivisions) and the services that are not offered:

3.2 Payment Rates for the Provision of Child Care

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

These rates are provided as **Attachment 3.2A**.

The attached payment rates were or will be effective as of **October 2003 and April 2007. A majority of the rates were effective October 2003.**

Prior to April 2007, the age ranges for Infant was Birth to 2 years, Toddler was 2 years, and “Other” was 3 up to 13. In April 2007, Infant remained the same ages, three year olds were added to Toddler, and four and five year olds were established in a Pre-School category and Other became 6 up to 13. In addition some of the approved relative rates were increased. This was done to acknowledge that most providers were billing different rates for three, four and five year olds.

Provide a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed:
January 2007 . (§98.43(b)(2))
- A copy of the **Market Rate Survey instrument** and a **summary of the results** of the survey are provided as **Attachment 3.2B**. At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings (**See Guidance for additional information.**)
- Does the Lead Agency use its **current** Market Rate Survey (a survey completed within the allowable time period –10/1/05 -9/30/07) to set payment rates?

☐ Yes.

☒ No.

At what percentile of the current Market Rate Survey is the State rate ceiling set? If you do not use your current Market Rate Survey to set your rate ceilings or your percentile varies across categories of care (e.g., type of setting, region, age of children), describe and provide the range of variation in relation to your current survey. (**See Guidance for additional information.**)

- How the payment rates are adequate to ensure equal access to the full range of providers based on the results of the above noted local market rate survey (i.e.,

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

describe the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

- Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))

X Yes. If, yes, describe. **Payments for child care subsidy indicate that clients have access and are using all type of child care providers.**

☐ No.

- Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?

☐ Yes. If yes, **describe:**

X No.

3.3 Eligibility Criteria for Child Care

3.3.1 Age Eligibility

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.)
(658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

X Yes, and the upper age is 18.

☐ No.

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

X Yes, and the upper age is **18**.

☐ No.

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

3.3.2 Income Eligibility

Complete columns (a) and (b) in the matrix below. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

			IF APPLICABLE	
Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	Income Level, lower than 85% SMI, if used to limit eligibility	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	NA	NA	NA	NA
2	3396	2887	1994	58.7
3	4196	3567	2463	58.7
4	4994	4245	2933	58.7
5	5793	4924	3402	58.7

If the Lead Agency does not use the SMI from the most current year, **indicate** the year used: **Estimated 2008**

If applicable, indicate the date on which the eligibility limits detailed in column (c) became or will become effective: **October 2003**

How does the Lead Agency define “income” for the purposes of eligibility? Describe and/or include information as **Attachment 3.3.2.** (§§98.16(g)(5), 98.20(b))

Gross income is the income before deductions for taxes, social security or any other items. The gross income, earned and unearned, of all household members in a loco parentis household, stepparent and unmarried couples where paternity of at least one child in common is acknowledged or adjudicated will be used for the Child Care Assistance Unit.

- Is any income deducted or excluded from total family income (for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?

X Yes. If yes, **describe** what type of income is deducted or excluded from total family income.

If anyone in the Child Care Assistance Unit is paying child support or court ordered supposal support, that amount paid or the amount that is court ordered is used, whichever is less, can be used as a deduction.

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Individuals, who are paid weekly or bi-weekly every third month, receive either a fifth or third check during the month. The fifth check in the month for a person receiving weekly checks and the third check in a month for a person receiving bi-weekly check are disregarded.

See Attachment 3.3.2. for the listing of the other specific income exclusions.

☐ No.

- Is the income of all family members included?

☐ Yes.

X No. If no, **describe** whose income is excluded for purposes of eligibility determination.

All earned income from the children in the CCAP unit is excluded.

3.3.3 Eligibility Based Upon Receiving or Needing to Receive Protective Services

Does the State choose to provide child care to children in protective services, as defined in Appendix 2? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☐ Yes.

X No.

Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☐ Yes.

☐ No.

X Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

☐ Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)

☒ No.

3.3.4 Additional Eligibility Conditions

Has the Lead Agency established additional eligibility conditions?
(658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☒ Yes, and the additional eligibility conditions are: (Terms must be defined in Appendix 2)

Children, who are in families on TANF or Diversion Assistance, young parents participating in Crossroads are part of the Department's priority list, are also are eligible for 100% of the allowable maximum costs need for the parents/caretakers to participate in the allowable activities.

Children with special needs will be the number one priority to receive care if the Department has to start a waiting list.

☐ No.

3.4 Priorities for Serving Children and Families

3.4.1 Complete the table below regarding eligibility conditions and priority rules. For columns (a) through (d), check box if reply is "Yes". Leave blank if "No". Complete column (e) if you check column (d).

Eligibility Category	(a) Guarantee subsidy eligibility	(b) Give priority over other CCDF- eligible families	(c) Same priority as other CCDF- eligible families	(d) Is there a time limit on guarantee or priority?	(e) How long is time limit?
Children with special needs	X	X	<input type="checkbox"/>	<input type="checkbox"/>	
Children in families with very low incomes	X	<input type="checkbox"/>	X	<input type="checkbox"/>	
Families receiving	X	X	<input type="checkbox"/>	<input type="checkbox"/>	

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Temporary Assistance for Needy Families (TANF)					
Families transitioning from TANF	X	<input type="checkbox"/>	X	<input type="checkbox"/>	
Families at risk of becoming dependent on TANF	X	<input type="checkbox"/>	X	<input type="checkbox"/>	

- 3.4.2 **Describe** how the State prioritizes service for the following CCDF-eligible children: (a) children with special needs and (b) children in families with very low incomes. Terms must be defined in Appendix 2. (658E(c)(3)(B))

If the State would have to develop a waiting list, the following children would be served before any others on the waiting list:

- 1. Special Needs Children;**
- 2. Children who are in families on TANF;**
- 3. Children of young parents participating in Crossroads;**
- 4. Children whose single parent families are at risk of becoming dependent on an assistance program; and**
- 5. Children in families with very low income.**

Describe how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

- 3.4.3 **The county social services offices administer both the TANF and CCDF at the local level. The payments for TANF clients are entered just like payments for any other CCAP client. The CCAP pays approximately \$6 million during a biennium for TANF clients.**

Previously the CCAP paid three months of Pro-Work for TANF clients transitioning off TANF. The State Legislature in the past legislative process enacted SB 2186, which mandated that six months of child care be paid to the transitioning TANF clients using the TANF debit card. These clients must continue working and must have lost eligibility due to earned income. This is replacing the three-month Pro-Work Program.

North Dakota does not have a waiting list nor is there a limit to the amount of time a client can be on CCAP. Our sliding fee scale, with the addition of

the maximum family payment as part of the determination of the client's co-pay, insures that clients who are at risk of becoming dependent can access child care through the CCAP.

3.4.4 Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☐ Yes, and the additional priority rules are: (Terms must be defined in Appendix 2)

☒ No.

3.4.5 Does the Lead Agency serve all eligible families that apply?

☒ Yes.

☐ No.

3.4.6 Does the Lead Agency maintain a waiting list?

☐ Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?

☒ No.

3.5 Sliding Fee Scale for Child Care Services

3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as **Attachment 3.5.1**.

The attached fee scale was or will be effective as of **October 2003**.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

☒ Yes, and the following **describes** any additional factors that will be used:
The co-pay amount is first determined using family size and income. That amount is then compared to the maximum family payment for the family size and income. The family pays the lesser of the two amounts.

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

The maximum family payments assist families who have a large child care bills. These families usually have a number of very young children or have large families with a number of children in child care.

☐ No.

3.5.2 Is the sliding fee scale provided in the attachment in response to question 3.5.1 used in all parts of the State? (658E(c)(3)(B))

☒ Yes.

☐ No, and other scale(s) and their effective date(s) are provided as **Attachment 3.5.2.**

3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: **\$ 1,384 per month.**

The Lead Agency must **select ONE** of these options:

☐ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.

☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The following describes these families:

TANF clients;

Diversion Assistance clients; and

Crossroads clients, who are young parents who have not completed high school.

3.5.4 Does the State allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

☒ Yes.

☐ No.

3.5.5 The following is an explanation of how the co-payments required by the Lead Agency's sliding fee scale(s) were determined to be affordable: (§98.43(b)(3))

The co-pays, which are determined by the sliding fee scale, are a percentage of the allowable child care billing by the provider. Based on the family size and gross income, the state pays a percentage of the allowable charges with the remainder being the responsibility of the family. The co-pay graduates upward with the increase income of the family.

The family cap payment is the second factor to ensure that the co-pays are affordable for families. The family cap usually is used to set the client's co-pay when the family has high child care expenses when there are larger than average number of children or, a number of children under the age of six. After the family's co-pay is determined based on the sliding fee scale, it is compared to the family cap. The family pays the lower of the two amounts. The sliding fee scale includes the cap amount for each family size along with the percentage on the sliding fee scale.

A family of three has a gross income of \$1,400. Based on the sliding fee scale, CCAP would pay 55% of the allowable costs. If there were two children with an allowable cots of \$360, based on the sliding fee scale the family would pay \$324, which would be 23% of the family income. Because of the family maximum payment, the family would pay \$212, which is 15% of their income.

PART 4
PARENTAL RIGHTS AND RESPONSIBILITIES

4.1 Application Process / Parental Choice

4.1.1 **Describe** the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). At minimum, the description should include:

- How parents are informed of the availability of child care services and about child care options
- Where/how applications are made
- What documentation parents must provide
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

Attach a copy of your parent application for the child care subsidy program. If the application is available on the web, provide the appropriate Web site address (application must still be attached to Plan):

<http://www.nd.gov/eforms/Doc/sfn00598.pdf>

4.1.2 Is the application process different for families receiving TANF?

☐ Yes. If yes, **describe** how the process is different:

X No.

4.1.3 The following is a detailed description of how the State ensures parental choice by making sure that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers in each of these categories.

Parents may either call Child Care Resource and Referral or go to their website for the information below which was retrieved from:

<http://www.ndchildcare.org/main/parents.htm>

“Choosing child care is one of the most important decisions that parents make. Finding child care, however, can be challenging. You, and only you, know your child’s needs and the kind of care most appropriate for your child. Taking the time

to find good child care will result in peace of mind while you are away from your child, knowing she will be safe, having fun, and learning. [Contact](#) CCR&R's referral specialists for any of your child care questions.

Child Care Resource and Referral has prepared resources to help you understand child care in North Dakota.

- [A Parents Guide to Selecting Child Care](#) (PDF)
- [Child Care Checklist](#) (PDF)
- [Child Care Financial Assistance Program](#)
- [Licensing Rules and Regulations](#)
- [Child Care Costs](#)

CCR&R refers families to all licensed programs. Although on site child care sponsored by a religious entity is not required to be licensed, they may choose to be licensed, thereby allowing CCR&R to share their program's information with parents.

The pamphlet "DN 861, Child Care Assistance Program " is available in the county social service offices and various locations such as the Head Start Programs where parents are likely to be. In the pamphlet it states that parent have the right to choose their own provider, whether the provider is a non-profit or profit, sectarian or relatives. The provider can choose an approved relative, self-certified, family home, group home or center to provide the care. In addition, there is a section "Help Find Child Care," which lists the telephone number of the CCR&R offices. The CCR&R offices can assist the parent in finding the type of child care the parent is seeking in the location that the parent needs child care.

In addition, "DN 108, Comparison of Licensed and Unlicensed Child Care" lists the differences between the basic requirements for licensed providers and the legally non-licensed providers.

4.1.4 Does the State conduct activities aimed at families with limited English proficiency to promote access to child care subsidies and reduce barriers to receiving subsidies and accessing child care services?

☐ Yes. If yes, **describe** these activities, including how the State overcomes language barriers with families and providers.

X No.

4.2 Records of Parental Complaints

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

The SFN 1269, Child Care Concern Form, which may be accessed on the Lead Agency's web site at <http://www.nd.gov/humanservices> , was developed to document child care concerns and complaints. Child Care Resource and Referral staff, food program sponsors, and county, regional or central office licensing staff can initiate this form. The form may also be initiated by parents or concerned individuals. Licensed and self-certified providers must notify parents about how to file concerns and complaints. (NDCC 50-11.1-07.2) A sample form is available for providers to share with parents and employees to illustrate how to make a report.

Complaints regarding licensed and self-certified providers are directed to the appropriate county social service office. The county licensor investigates all concerns and complaints and provides a summary of the investigation on the 1269 form. Substantiated complaints that result in a determination that a licensure rule has been violated are subject to corrective action by the provider. The county social service office has the responsibility to issue correction orders. Should the county office determine that complaint merits further corrective action, the 1269 is routed to the Lead Agency's regional office.

The Lead Agency's regional regulatory staff member reviews the complaint and consults with the Early Childhood Services Administrator when considering the issuance of a denial, revocation or suspension. The regional office is responsible for informing the provider of the final decision/corrective action and of possible penalties associated with continued operation in violation of the denial, revocation or suspension.

County social service offices and regional early childhood office maintain lists containing all licensed and self-certified providers who have been subject to a corrective action and shall make the lists available to the public upon request.

4.3 Unlimited Access to Children in Child Care Settings

The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

The child care licensing administrative rule regarding parents' unlimited access to their children states, "Parents are provided unlimited access and opportunities to observe their children at any time while in care, and are provided regular opportunities to meet with caregivers before and during enrollment to discuss their children's needs."

As part of the parent/consumer component, Child Care Resource and Referral agencies provide parents with a handbook that contains information regarding unlimited parental access to their children while in care.

The “DN 861, Child Care Assistance Program” brochure given to parents and caretaker, has a section stating that parent must be given unlimited access to their children and to the provider, who are providing care, during the operating hours of the child care facility.

The “DN 357, Child Care Assistance, Provider Handbook” states “Parents must be given unlimited access to the child(ren) and providers caring for the child(ren) during normal hours of operation.”

The Child Care Subsidy Manual in section “400-26-30-10, Parental Access” also addresses this issue.

4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: **North Dakota Department of Human Services.**

- **"appropriate child care": The inability to obtain appropriate child care which includes licensed center-based provider, licensed family home child care providers, self-certified home child care provider under North Dakota Century Code 50-11.1, or relative child care providers who are not required to be licensed or registered.**
- **"reasonable distance": Child Care is unobtainable at a location such that the usual commuting time from the parent's home to the location at which child care is provided, or on to the parent's worksite, is one hour or less.**

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

- "unsuitability of informal child care": **The client must show that the unavailability or unsuitability of informal care is not an option with either a relative or other legally non-licensed provider.**

- "affordable child care arrangements": **Child Care is unobtainable, from a child care provider licensed or self-certified under North Dakota Century Code Chapter 50-11-1, at a rate equal to or less than 1.1 times the market survey average rate for child care provider to children of the age of the Parent's child in the region in which the parent lives.**

PART 5
ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF
CHILD CARE

5.1 Quality Earmarks and Set-Asides

- 5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; describes the expected results of the activities and, if the activities have been ongoing, the actual results of the activities. **For the infant and toddler earmark, the State must note in its description of the activities what is the maximum age of a child who may be served with such earmarked funds (not to exceed 36 months).**

Infants and toddlers:

- **CCR&R will continue to implement WestEd’s Program for Infant and Toddler Caregivers (PITC), including planning and coordination of community and customized training workshops for all types of caregivers, and recruitment and support of infant/toddler trainers. In the past year, 437 hours of PITC training was delivered and attended by 1,777 caregivers.**
- **CCR&R will continue its voluntary Quality Enhancement Project (QEP), which provides individualized on-site consultation and training to child care centers in North Dakota providing infant-toddler care (up to 36 months). Using the Infant Toddler Environmental Rating Scale, programs are assessed at the start and completion of the project. Six months of consultation includes development of an action plan for improvement, customized PITC staff training, and ongoing site visits to coach and mentor teachers. The Right from the Start (RFS) project uses a similar model for family child care provider consultation, using the Family Child Care Rating Scale. Quality of care for infants and toddlers has increased as much as 20% in up to 45 participating programs annually.**
- **CCR&R employs 2.5 FTE Child Care Health Consultants who provide training, technical assistance and consultation on best practices for health and safety in child care settings, including diapering, hand washing, sanitation, illness exclusion, immunizations, health policies, infant sleep, feeding and nutrition.**

Resource and referral services:

Two agencies are contracted to provide core CCR&R services:

- **Parent Services and Consumer Education**
 - **Maintain an updated database of licensed public and private child care services**
 - **Assist families in their search for quality child care by supplying families with individualized referrals to all types of licensed child care as well as resources to help parents evaluate and choose appropriate care for their**

children. In the past year, CCR&R helped 4,190 families find child care for 5,304 children.

- **Provider Services**
 - Provide technical assistance and/or consultation to existing and potential providers, including licensing, zoning, health and safety, facility design and arrangement, staff management, child development, program and budget development, and assistance in finding information from other sources.
 - Plan, coordinate, promote and deliver training throughout the State
- **Community Services**
 - Facilitate communication between the child care community and relevant community services
 - Recruit licensed providers as needed based on community assessment
 - Collect, compile and disseminate child care data

School-age child care:

- CCR&R will continue to deliver training relevant to school-age care programs including Jump Start basic training and Keys to Quality School-Age Care.

Quality Earmark

- College course development – CCR&R partners with North Dakota State University to deliver a 9-credit Child Development Associate (CDA) course using an independent study course format.
- Compensation incentives—A variety of funding sources will be explored by the Professional Recognition Sub-committee of the Professional Development Committee.
- Healthy Child Care America – CCR&R employs 2.5 FTE nurses as Child Care Health Consultants who provide specialized child care health and safety information through training, technical assistance and consultation.
- Inclusion activities that promote access to child care for children with special needs – CCR&R provides Project Exceptional training to assist providers in the identification, referral, support and inclusion of children with developmental concerns. The nurse consultants assist caregivers in developing special care plans for children with special needs.
- Lending libraries – CCR&R maintains a book, video and resource lending library for providers to access current information on child development, guidance, diversity, social and emotional development, families, health and safety, program management and activity ideas.
- Licensing compliance activities—Early Childhood Services Regional Supervisors programmatically monitor the work of the county child care licensors. The Early Childhood Services State Administrator programmatically monitors the work of the Early Childhood Services Regional Supervisors.
- Mental health consultants—Zero to Three will be providing a Train the Trainer event in North Dakota for their Preventing Maltreatment in Very Young Children initiative. CCR&R child care nurse consultants are available to providers to answer mental health questions and suggest appropriate referrals.

- **Nurse consultants - CCR&R employs 2.5 FTE nurses as Child Care Health Consultants who provide specialized child care health and safety information through training, technical assistance and consultation. Nurses assist caregivers in developing special care plans for children with special needs.**
- **Program staff training-- New Licensor Introductory Training was completed in June of 2007, plans for an All Licensor Training in managing complaints, correction orders, appeals, revocations, suspensions, etc is planned for fall of 2007.**
- **Provider training - Child Care Resource and Referral sponsors a wide variety of training classes, workshops and conferences designed specifically for people working in early childhood settings. Educational and innovative trainings are offered for child care providers from both family and center-based programs, educators, parents, foster care providers, and those interested in the development of children. An introductory course, Basic Child Care, is required within the first year of becoming licensed. The six-hour course includes Health and Safety, Business Practices, and Child Development. Other key courses include Positive Discipline, Care to Read, Developmentally Appropriate Practice, Dollars and Sense, Foundations First, Management Matters, Creative Curriculum, Project Exceptional, Safe Active Play and Taxes and Recordkeeping. In the past year, CCR&R held 346 training events (total 1,194 hours of professional development), which were attended by 5,062 (duplicated) people.**
- **Quality ratings—A Quality Rating System Sub-committee of the Professional Development Committee has been formed and has begun meeting to develop a QRS for North Dakota.**
- **Scholarships-- A variety of funding sources will be explored by the Professional Recognition Sub-committee of the Professional Development Committee.**
- **T.E.A.C.H.® (Teacher Education And Compensation Helps)-- The Professional Recognition Sub-committee of the Professional Development Committee has plans to explore adopting the TEACH project for North Dakota.**
- **Technical assistance – CCR&R offers technical assistance to all caregivers including assistance on becoming licensed and getting started in the child care business, working with families, and discussing and resolving issues with children. In the past year, CCR&R responded to 1,859 requests for technical assistance.**
- **Tiered reimbursement—The practice of tiered reimbursement will be revisited as the Quality Rating System is developed and again after QRS has been implemented.**

5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds) during the 1-year period: October 1, 2007 through September 30, 2008:

\$ 1,389.239 (11 %)

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

- 5.1.3 **Check** each activity the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
Comprehensive consumer education: --Will assist families in their search for quality child care by supplying families with individualized referrals to all types of licensed child care as well as resources to help parents evaluate and choose appropriate care for their children. --In the past year, CCR&R helped 4,190 families find child care for 5,304 children. --CCR&R conducts consumer satisfaction surveys --CCR&R provides the Lead Agency with quarterly reports of their activities and an annual report on the state of child care in North Dakota	X	Lutheran Social Services and Lakes & Prairies Child Care Resource and Referral Agencies	X

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
<p>Grants or loans to providers to assist in meeting State and local standards</p> <p>-- With funding from the Archibald Bush Foundation, CCR&R provides small grants (\$250.00) to providers to purchase equipment that will help them increase quality in their program</p>	X	Lutheran Social Services and Lakes & Prairies Child Care Resource and Referral Agencies	<input type="checkbox"/>
<p>Monitoring compliance with licensing and regulatory requirements</p> <p>--Counties employ child care licensors to monitor compliance. County directors are the immediate supervisors of the county licensors.</p> <p>--Regional Supervisors review the documentation of county licensors and supervise them programmatically.</p> <p>--The Early Childhood Services Administrator monitors the Early Childhood Services Regional Supervisors programmatically.</p>	X	Five Early Childhood Services Regional Supervisors and Early Childhood Services Administrator	<input type="checkbox"/>

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
<p>Professional development, including training, education, and technical assistance</p> <p>--Child Care Resource and Referral sponsors a wide variety of training classes, workshops and conferences designed specifically for people working in early childhood settings. Educational and innovative trainings are offered for child care providers from both family and center-based programs, educators, parents, foster care providers, and those interested in the development of children. An introductory course, Basic Child Care, is required within the first year of becoming licensed. The six-hour course includes Health and Safety, Business Practices, and Child Development. Other key courses include Positive Discipline, Care to Read, Developmentally Appropriate Practice, Dollars and Sense, Foundations First, Management Matters, Creative Curriculum, Project Exceptional, Safe Active Play and Taxes and Recordkeeping.</p> <p>--In the past year, CCR&R held 346 training events (total 1,194 hours of professional development), which were attended by 5,062 (duplicated) people.</p> <p>--CCR&R asks training participants complete an evaluation of every training event.</p> <p>--CCR&R provides the Lead Agency with quarterly reports of their activities and an annual report on the state of child care in North Dakota</p>	X	Lutheran Social Services and Lakes & Prairies Child Care Resource and Referral Agencies	X
Improving salaries and other compensation for child care providers	<input type="checkbox"/>		<input type="checkbox"/>

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
<p>Activities in support of early language, literacy, pre-reading, and early math concepts development:</p> <p>-- CCR&R provider trainings include Positive Discipline, Care to Read, Developmentally Appropriate Practice, Creative Curriculum, and Safe Active Play.</p> <p>--CCR&R provides the Lead Agency with quarterly reports of their activities and an annual report on the state of child care in North Dakota</p>	X	Lutheran Social Services and Lakes & Prairies Child Care Resource and Referral Agencies	X
<p>Activities to promote inclusive child care:</p> <p>-- CCR&R provides Project Exceptional training to assist providers in the identification, referral, support and inclusion of children with developmental concerns.</p> <p>--Child care health consultant nurses assist caregivers in developing special care plans for children with special needs.</p> <p>--Expulsion survey was completed, data analysis is in process.</p> <p>--CCR&R provides the Lead Agency with quarterly reports of their activities and an annual report on the state of child care in North Dakota</p>	X	Lutheran Social Services and Lakes & Prairies Child Care Resource and Referral Agencies	X

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
<p>Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children:</p> <p>--CCR&R employs 2.5 FTE nurses as Child Care Health Consultants. They provide specialized child care health and safety information through training, technical assistance and consultation in child care settings, including diapering, hand washing, sanitation, illness exclusion, immunizations, health policies, infant sleep, feeding and nutrition.</p> <p>--Nurses assist caregivers in developing special care plans for children with special needs.</p> <p>--CCR&R provides the Lead Agency with quarterly reports of their activities and an annual report on the state of child care in North Dakota</p>	X	Lutheran Social Services and Lakes & Prairies Child Care Resource and Referral Agencies	X
<p>Activities that increase parental choice:</p> <p>--CCR&R's recruit licensed providers as needed based upon community assessments and offer technical assistance on becoming licensed, early childhood programming, and getting started in the child care business.</p>	X	Lutheran Social Services and Lakes & Prairies Child Care Resource and Referral Agencies	X

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if this entity is a non-governmental entity?
<p>Other activities that improve the quality of child care (describe below):</p> <p>-- CCR&R offers technical assistance to all caregivers including working with families, and discussing and resolving issues with children.</p> <p>-- In the past year, CCR&R responded to 1,859 requests for technical assistance</p> <p>--CCR&R provides the Lead Agency with quarterly reports of their activities and an annual report on the state of child care in North Dakota</p>	X	Lutheran Social Services and Lakes & Prairies Child Care Resource and Referral Agencies	X
<p>Other activities that improve the availability of child care (describe below):</p> <p>--With funding from the Archibald Bush Foundation, CCR&R has opened a Business Center to assist providers with the business side of providing child care.</p> <p>--CCR&R provides the Lead Agency with quarterly reports of their activities and an annual report on the state of child care in North Dakota</p>	X	Lutheran Social Services and Lakes & Prairies Child Care Resource and Referral Agencies	X
(§98.51(a)(1) and (2))			

5.1.4 For each activity checked, **describe** the expected results of the activity.
SEE ABOVE IN THE LEFT HAND COLUMN.

If you have conducted an evaluation of this activity, **describe**. If you have not conducted an evaluation, **describe** how you will evaluate the activities.
SEE ABOVE IN THE LEFT HAND COLUMN.

5.2 Good Start, Grow Smart Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

5.2.1 Status of Voluntary Early Learning Guidelines. Indicate which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three to five year-olds. **NOTE: Check only one box to best describe the status of your State's three-to-five-year-old guidelines.**

- ☐ **Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: _____
- ☐ **Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: _____
- X **Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. **Early Learning Guidelines For Age 3 through Age 5 final draft will be ready November, 2007, at which time it will go back to EC stakeholders for "buy-in" and final approval.**
The age 3 thru five early learning guidelines are included as **Attachment 5.2.1.A.**
The birth to age 3 early learning guidelines are included as **Attachment 5.2.1.B.**
- ☐ **Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts, which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as **Attachment 5.2.1.**
- ☐ **Revising.** The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as **Attachment 5.2.1.**
- ☐ **Other (describe):**

Describe the progress made by the State in developing, implementing, or revising early learning guidelines since the date of submission of the 2006-2007 State Plan.

Individuals representing the ND Dept of Human Services and the ND Dept of Public Instruction developed a Request for Proposals. Three writers were hired to draft Birth through age 5 (to age 6) Early Learning Guidelines.

Representatives of the Department of Public Instruction, Early Childhood Services, the Head Start State Collaboration Office and National Child Care Information Center facilitated several early childhood stakeholder/consumer meetings with the writers during which brainstorming, reviews of Early Learning Guidelines from other states, and preferences for formatting and content were discussed.

The Guidelines were field-tested and in October of 2006 the third draft of North Dakota's Birth through age 5 guidelines (over 300 pages) was submitted.

A group of four people, representing early intervention, special education, Department of Public Instruction, Head Start and Early Childhood Services edited the document and made decisions to focus on completing the 3 thru 5 guidelines first, then the birth thru 3 guidelines and later the companion documents that the writers generated.

Editing on the North Dakota Ages 3 thru 5 guidelines section is in progress. In a separate process, one of the writers is verifying the alignment of the guidelines with North Dakota's Kindergarten Content and Achievement Standards.

If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

☐ Yes. If yes, **name standards.**

In process: North Dakota Kindergarten Content and Achievement Standards.

☐ No.

If developed, are the guidelines aligned with early childhood curricula?

☐ Yes. If yes, **describe.**

X No.

Have guidelines been developed for children in the following age groups (check if guidelines have been developed):

☐ Birth to three. Guidelines are included as Attachment 5.2.1
Developed, but still in draft form Attachment 5.2.1.B.

☐ Birth to five. Guidelines are included as Attachment 5.2.1

TYPO? Was three to five intended? If so, still in draft form Attachment 5.2.1.A.

☐ Five years or older. Guidelines are included as Attachment 5.2.1
Age Five is included in our 3 through 5 years document.

Efforts to develop early learning guidelines for children that may differ from those addressed in *Good Start, Grow Smart* (i.e., children birth to three or older than five) may be described here.

North Dakota's Early Learning Guidelines were written through the lens of special education. We plan to incorporate more general care and education language as we continue to edit them.

If any of your guidelines are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

Not at this time. The first draft was on the web between July and November of 2006.

- 5.2.2 **Domains of Voluntary Early Learning Guidelines.** Do the guidelines for children three-to-five-years-old address language, literacy, pre-reading, and early math concepts?

X Yes.
☐ No.

These are currently sub-domains under cognitive development and communication development

Do the guidelines for children three-to-five-years-old address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

X Yes. If yes, **describe.**

North Dakota includes personal/social/emotional development, cognitive development, physical health and development, motor skills, creative development, self-care and independence, approaches to learning, communication development

☐ No.

- 5.2.3 **Implementation of Voluntary Early Learning Guidelines.** Indicate the strategies the State used or expects to use in **implementing** its early learning guidelines.

Check all that apply:

- X Disseminating materials to practitioners and families
- X Developing training curricula
- X Partnering with other training entities to deliver training
- X Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
- X Other. Describe:

Integrating early learning guidelines with early childhood higher education coursework

Indicate the stakeholders that are (or expect to be) actively supporting the implementation of early learning guidelines.	Indicate the programs that mandate or require the use of early learning guidelines.
X Publicly funded (or subsidized) child care	<input type="checkbox"/> Publicly funded (or subsidized) child care
X Head Start	<input type="checkbox"/> Head Start
<input type="checkbox"/> Education/Public pre-k N/A	<input type="checkbox"/> Education/Public pre-k
X Early Intervention	<input type="checkbox"/> Early Intervention
X Child Care Resource and Referral	<input type="checkbox"/> Child Care Resource and Referral
X Higher Education	<input type="checkbox"/> Higher Education
X Parent Associations	<input type="checkbox"/> Parent Associations
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Other. Describe:

How are (or will) cultural, linguistic and individual variations (be) acknowledged in implementation?

Early Childhood Comprehensive Systems Early Care & Education sub-committee has not yet developed this portion of the plan.

How are (or will) the diversity of child care settings (be) acknowledged in implementation?

Early Childhood Comprehensive Systems Early Care & Education sub-committee has not yet developed this portion of the plan.

Materials developed to support implementation of the guidelines are included as **Attachment 5.2.3**. If these are available on the web, provide the appropriate Web site address:

Documents for parents and policymakers are in draft form, however the Early Childhood Comprehensive Systems Early Care & Education sub-committee has not yet developed this portion of the implementation plan.

North Dakota plans to develop in-person and on-line child care trainings for implementing the Early Learning guidelines and will then deliver these trainings throughout the state.

5.2.4 **Assessment of Voluntary Early Learning Guidelines.** As applicable, **describe** the State's plan for:

(a) Validating the content of the early learning guidelines

Early Childhood Comprehensive Systems Early Care & Education sub-committee has not yet developed this portion of the plan.

(b) Assessing the effectiveness and/or implementation of the guidelines

Early Childhood Comprehensive Systems Early Care & Education sub-committee has not yet developed this portion of the plan.

(c) Assessing the progress of children using measures aligned with the guidelines

Early Childhood Comprehensive Systems Early Care & Education has not yet developed this portion of the plan.

(d) Aligning the guidelines with accountability initiatives

Early Childhood Comprehensive Systems Early Care & Education sub-committee has not yet developed this portion of the plan.

Written reports of these efforts are included as **Attachment 5.2.4**. If these are available on the web, provide the appropriate Web site address (reports must still be attached to Plan):

The Early Learning Guidelines are still in draft form. Early Childhood Comprehensive Systems Early Care & Education sub-committee has not yet developed this portion of the plan.

5.2.5 State Plans for Professional Development. Indicate which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education. **NOTE: Check ONLY ONE box to best describe the status of your State's professional development plan.**

- ☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the entities involved in the planning process, time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- ☐ **Developing.** A plan is being drafted. The draft or planning documents are included as **Attachment 5.2.5.**
- ☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5.**
- ☒ **Implementing.** A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as **Attachment 5.2.5.**
- ☐ **Revising.** The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 06-07 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5.**
- ☐ **Other (describe):**

Describe the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2006-2007 State Plan.

North Dakota's Professional Development Plan morphed from a two-fold to a three-fold plan in the intervening years. The writing group's final draft was submitted in Fall of 2006 and was posted to the Department of Human Services website in January of 2007. The legislative session began in January and included bills to financially support this workforce development initiative.

North Dakota has begun to implement the Growing Futures Professional Development Plan.

In July of 2006, the North Dakota Higher Education Consortium revised and approved the articulation agreement they had developed and approved the prior year.

The Early Childhood Services and Head Start Collaboration Administrators have combined to create the Early Care and Education Unit in the Child and

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Family Services Division of the Department of Human Services. The unit reconstituted the Early Childhood Professional Development Committee, which met in February of 2007. After reviewing and recognizing prior contributions, three sub-committees were formed, one for each area of the plan: Career Development, Professional Recognition, and a Quality Rating System. Energy levels have been high and all sub-committees have added diverse stakeholders to best represent the various needs of providers in North Dakota. All sub-committees have met and the Professional Development Committee reconvened in June 2007 to review progress.

Child care advocates and legislators worked together to develop and pass legislation that provides partial funding for early childhood professional workforce development work.

Child Care Resource and Referral has purchased Events Pro® software and is working with its developers to meet the needs of North Dakota. For example, Events Pro® will provide platforms for distance learning and a training registry. CCR&R has developed three levels of distance learning: easy access, partial facilitation, and full facilitation.

Please refer to Child Care Resource and Referral's Future: Strategic Plan and EventsPro®, a PowerPoint document, which is attachment 5.2.5.A. A paradigm shift in training for providers is proposed within—from seat time and clock hours to learning and application.

If your State has developed a plan for professional development, does the plan include (Check **EITHER** yes or no for each item):

Item and ND Growing Futures page number(s)	Description	Yes	No
Specific goals or desired outcomes, p. 4 & p. 6	The goal of <i>Growing Futures</i> is quality care and education for all of North Dakota's children – a goal that promotes the healthy development and success of the future workforce while at the same time providing the infrastructure necessary to support today's workforce.	X	<input type="checkbox"/>
A link to Early Learning Guidelines, p. 7	The core competencies are closely linked to North Dakota's Early Learning Guidelines, which define the expected developmental outcomes for children birth to age six.	X	<input type="checkbox"/>

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

Continuum of training and education to form a career path, p. 14	A career pathway of high school to CDA/Apprenticeship to Associate Degree to Bachelors Degree is laid out.	X	<input type="checkbox"/>
Articulation from one type of training to the next, p. 8	Training articulation establishes links among training systems such as community-based training organizations, higher education institutions, Head Start, and so on. Training articulation supports care providers in their ongoing personal and professional growth by providing specific training that builds towards more advanced levels of preparation.	X	<input type="checkbox"/>
Quality assurance through approval of trainers, p. 8	A trainer registry establishes a process by which trainers who deliver workforce training are qualified to provide the training recognized by the <i>Growing Futures</i> Professional Development system. It includes a database of qualified trainers, credentialing and credential renewal process, and a trainer recognition system. The trainer approval process establishes standards and qualifications for trainers and instructors to ensure they are knowledgeable of the most current research and theory in their subject area. Trainers must be able to represent their content area well to diverse groups of adult learners. The process also ensures that trainers meet the requirements of various training and education systems, such as those set nationally for CDA training or by higher education institutions to issue CEU credits.	X	<input type="checkbox"/>
Quality assurance through approval of training content, p. 8	A curriculum approval process ensures that the materials used for workforce training are research-based and representative of best practices, and that training content clearly links practice to research and theory. A	X	<input type="checkbox"/>

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

	curriculum approval process reviews training materials to ensure that all training applied toward professional development is of good quality, and that it addresses core knowledge areas, is leveled for different skills and interests, and is appropriate to the many specializations in the field.		
A system to track practitioners' training, p. 7	A training registry is a central clearing house of information to track and verify qualifications for various roles in the field. A registry also recognizes professional achievement and attainment. The registry keeps records of an individual's training and education, and issues transcripts that document an individual's completed training.	X	<input type="checkbox"/>
Assessment or evaluation of training effectiveness, p. 12 and pp. 15-16	It is anticipated that the Quality Rating System, when developed, will provide information on the effectiveness of trainings. On-site competency assessments upon completion of standardized courses and on-going evaluation will provide information on the effectiveness of the coursework.	X	<input type="checkbox"/>
State Credentials – State for which roles (e.g. infant and toddler credential, directors' credential, etc.), p. 8 and pp. 15-16	Specialized certificates and credentials support the qualifications for career categories by providing in-depth content knowledge in specialized areas, such as infant toddler care, special needs, and program administration. Specialized credentials are awarded based on training and assessment of demonstrated knowledge and skill in a particular focus area.	X	<input type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers,	NOTE: This group of providers has not been addressed in the professional development plan, however the Early Childhood Services and Child Care Subsidies Administrators have included strategies in the CCR&R work plans for	X	<input type="checkbox"/>

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

	the next two years.		
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For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.
INSERTED IN TABLE ABOVE

For each **No** response, **indicate** any plans the Lead Agency has to incorporate these components.

Although on page 7 the plan states that the core competencies “are” linked to the Early Learning Guidelines, the Guidelines are not yet completed. Both the Early Childhood Comprehensive Systems Early Care & Education sub-committee and the Early Childhood Professional Development Committee will be determining how this linkage will be addressed.

Are the professional development opportunities described in the plan available:

We are in the very early stages of implementing our professional development plan. Many aspects have yet to be developed.

Note: Check either yes or no for each item):

	Yes	No
Statewide	<input type="checkbox"/>	X
To Center-based Child Care Providers	<input type="checkbox"/>	X
To Group Home Providers	<input type="checkbox"/>	X
To Family Home Providers	<input type="checkbox"/>	X
To In-Home Providers	<input type="checkbox"/>	X
Other (describe):	<input type="checkbox"/>	X

Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

The professional development plan currently encompasses these readiness areas on page 15 under the general categories of North Dakota Professional Standards (which includes early learning guidelines, core knowledge, and core competencies), Developmentally Appropriate Practices, and Environments.

Are program or provider-level incentives offered to encourage provider training and education?

- ☐ Yes. If yes, **describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.
- X No. If no, **describe** any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?

We plan to approach the Archibald Bush Foundation for initial financial assistance in this area.

Early childhood advocates have plans to educate legislators regarding the context of providing child care and the need for early childhood professional development incentives before the next legislative session in January of 2009.

As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?

- ☐ Yes. If yes, **describe** how the professional development plan's effectiveness/goal is assessed.
- X No. If no, **describe** any plans to include assessments of the professional development plan's effectiveness/goal achievement.

Each of the three subcommittees-- Career Development, Professional Recognition, and a Quality Rating System--has quality assurance as one of their tasks.

Does the State assess the effectiveness of specific professional development initiatives or components?

- ☐ Yes. If yes, **describe** how specific professional development initiatives or components' effectiveness is assessed.
- X No. If no, **describe** any plans to include assessments of specific professional development initiatives or components' effectiveness.

Each of the three subcommittees-- Career Development, Professional Recognition, and a Quality Rating System--has quality assurance as one of their tasks.

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

☒ Yes. If yes, **describe** how assessment informs the professional development plan.

Each of the three subcommittees-- Career Development, Professional Recognition, and a Quality Rating System—will utilize assessment information to increase quality in their area as one of their tasks.

☐ No. If no, **describe** any plans to include assessment to inform the professional development plan.

PART 6
HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

{PRIVATE }The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at:
<http://nrc.uchsc.edu/>.

6.1 Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

☒ Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.

☐ No. If no, **describe** which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

6.1.2 Have center licensing requirements as they relate to staff-child ratios, group size, or staff training been modified since approval of the last State Plan?
(§98.41(a)(2)&(3))

☐ Yes. If yes, **describe** the changes.

☒ No.

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety

- Health and safety training

6.2 Health and Safety Requirements for Group Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

X Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.

☐ No. If no, **describe** which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes. If yes, **describe** the changes.

X No.

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

6.3 Health and Safety Requirements for Family Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

☐ Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.

X No. If no, **describe** which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

Those who care for five or less children or three or less infants (up to 24 months) are exempt from licensure by state statute.

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes. If yes, **describe** the changes.

X No.

6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

Relatives, who are approved child care providers, are exempt from health and safety requirements. It is recommended to them that they follow the safety standards as set forth for the self-certified providers.

- The prevention and control of infectious disease (including age-appropriate immunizations)

NONE

- Building and physical premises safety

NONE

- Health and safety training

NONE

6.4 Health and Safety Requirements for In-Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above?

☐ Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.

X No. If no, **describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

Those who care for five or less children or three or less infants (up to 24 months) are exempt from licensure by state statute.

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes. If yes, **describe** the changes.

X No.

6.4.2 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

In-home care is registered care in ND.

- The prevention and control of infectious disease (including age-appropriate immunizations)

This care is provided in the child's home. The Lead Agency sees the prevention and control of infectious disease as a responsibility of the parents. There are no additional state requirements.

- Building and physical premises safety

This care is provided in the child's home. The Lead Agency sees the building and physical premises as a responsibility of the parents. There are no additional state requirements.

- Health and safety training

Regulation for in-home care 75-03-07 provides for training that is approved by the Lead Agency.

6.5 Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A)) Indicate the Lead Agency's policy regarding these relative providers:

☐ **All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.

X **All** relative providers are **exempt** from all health and safety requirements.

- ☐ **Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those requirements and identifies the relatives they apply to:

6.6 Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

X Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:
All licensed Providers are subject to a minimum of one announced and one unannounced visit per year.

☐ No.
- Are child care providers subject to background checks?

X Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:
All licensed child care providers are checked against the North Dakota Child Abuse and Neglect files and are checked against the North Dakota Attorney General's list of "Convicted Sex Offenders and Offenders Against Children List." Approved Relative Providers are checked against the North Dakota Attorney General's list of "Convicted Sex Offenders and Offenders Against Children List." In all instances, these North Dakota checks are done prior to licensing and approvals.

☐ No.
- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

X Yes. If yes, **describe** the State's reporting requirements and how such injuries are tracked (if applicable):
Licensing regulations require that licensed child care providers report serious injuries and illnesses to the licensing agency. (Form "SFN 383, Death/Serious Accident/Illness or Injury, Report Form.")

- ☐ No.
- Other methods used to ensure that health and safety requirements are effectively enforced:

Monitoring, such as the yearly unannounced and unannounced visits by licensors. Also Child and Adult Food Program personnel oftentimes share health and safety violations they observe when making their thrice yearly visits.

6.7 Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- X Children whose parents object to immunization on religious grounds.
- X Children whose medical condition contraindicates immunization.

PART 7
HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

(Only the Territories complete Part 7)

7.1 Health and Safety Requirements for Center-Based Providers in the Territories

(658E(c)(2)(F), §98.41(a), §98.16(j))

For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.2 Health and Safety Requirements for Group Home Providers in the Territories

(658E(c)(2)(F), §98.41(a), §98.16(j))

For all group home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.3 Health and Safety Requirements for Family Providers in the Territories

(658E(c)(2)(F), §98.41(a), §98.16(j))

For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.4 Health and Safety Requirements for In-Home Providers in the Territories

(658E(c)(2)(F), §98.41(a), §98.16(j))

For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.5 Exemptions to Territorial Health and Safety Requirements

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- ☐ **All** relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to **different** health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

7.6 Enforcement of Territorial Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how Territorial health and safety requirements are effectively enforced:

Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

- ☐ Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:
- ☐ No.

Are child care providers subject to background checks?

- ☐ Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:
- ☐ No.

Does the Territory require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

- ☐ Yes. If yes, **describe** the Territory's reporting requirements and how such injuries are tracked (if applicable):
- ☐ No.

Other methods used to ensure that health and safety requirements are effectively enforced:

7.7 Exemptions from Territorial Immunization Requirements

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding

DRAFT
NORTH DAKOTA STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/07 – 9/30/09

immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a)(1))

The Territory exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- ☐ Children whose parents object to immunization on religious grounds.
- ☐ Children whose medical condition contraindicates immunization.

APPENDIX 1
PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))

STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/05 – 9/30/07

- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

APPENDIX 2 ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must **define** the following *italicized* terms. (658P, 658E(c)(3)(B))

- *attending* (a job training or educational program; include minimum hours if applicable) -
Means going to and participating in one of the activities listed in job training and education programs.
- *in loco parentis* -
Means a legal guardian who is physically caring for the child in his or her home or another person (relative and non-relative) physically caring for the child for an indefinite period of time.
- *job training and educational program* -
Education or training activities may include high school, basic remedial education programs, trade schools, vocational training at colleges and universities, or other activities designed to help the participant achieve basic literacy or training needed to secure employment or retain employment. Traditional high school attendance means: taking more 4 or more classes; part time is less than 4 classes. Alternative high school attendance means: the definition prescribed by the alternative education setting. For vocational training at colleges or universities attendance means: full time is 12 or more credit hours per semester or quarter. Part-time is less than 12 credit hours per semester or quarter. Vocational and trade schools vary as to full time or part-time student.
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) -
If a child is incapable of self-care because of verified physical or mental incapacity, the child may be eligible for child care. A qualified medical professional must verify in writing that an incapacity exists.
- *protective services* - **CCDF is not used for this population.**
- *residing with* - **Means a child or children who are physically present in the home for periods expected to last 30 or more days.**
- *special needs child* - **Is a child incapable of providing self-care, as medically verified by a physician or a Developmental Disabilities case manager due to physical and/or mental incapacity, and is 13 up to age 18.**
- *very low income* -

Family Size	Income
2	\$0-399
3	\$0-493
4	\$0-587
5	\$0-680

- *working* (include minimum hours if applicable) -
For families who are involved in required work or training activities through the State Job Opportunities and Basic Skills (JOBS) or Native Employment Works (NEW) programs as required by TANF, work may or may not be defined as earning a wage. For families who have transitioned off TANF and other low income families, working is defined as earning a wage. Self-employment is also defined as work and income is a factor for determining eligibility. Working also means, when a state has been determined to have a major disaster, individuals who are residing in the disaster area and are involved in unpaid work activities (including the cleaning, repair, restoration, and re-building of homes, businesses, and schools.)
- Additional terminology related to conditions of eligibility or priority established by the Lead Agency:

Crossroads Program

The parent who is eligible for Crossroads is “a teenage parent, male or female, married or unmarried, who is 20 years old or younger, who has the primary responsibility for the care of his/her child.” The goal of the Crossroads Program is to “provide child care...for eligible teenagers who are pursuing high school, GED or alternative high school education.”